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ABSTRACT

A study identified characteristics and motivating factors that influenced licensed practical nurses (LPNs) to participate in a registered nursing (RN) upgrading program at a hospital in western Canada. A literature review considered the concepts of motivation, participation, adult learning, and life transitions and explored a variety of models and theories. A modified Education Participation Scale, incorporated into a participation survey, was used for data collection. The questionnaire was mailed to all LPNs enrolled in the upgrading program. The respondents were asked to respond to each item in relation to the extent it had influenced his or her decision to participate in the program. Descriptive statistics used to analyze the data included frequency distribution, measurement of central tendency (mean scores), and measurement of variability (standard deviation). Of 106 surveys distributed, 64 were returned. The results indicated that LPNs pursuing an RN upgrading program were primarily motivated by a desire for professional advancement, professional knowledge, and acquisition of credentials. When respondents were asked to identify other factors that motivated them to pursue the upgrading program, the majority responded that compliance with authority was the main reason. The demographic information showed that this population consisted of nontraditional, older students with many years of nursing experience. The survey instrument is appended. Contains 26 references. (YLB)

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EXAMINATION OF MOTIVATING FACTORS ATTRACTING LICENSED PRACTICAL NURSES INTO A REGISTERED NURSING PROGRAM

Theory and Methods of Adult Education

Wm. Dean Care

H.K. Baskett

Calgary Cluster

A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

December, 1993

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EXAMINATION OF MOTIVATING FACTORS ATTRACTING LICENSED PRACTICAL NURSES INTO A REGISTERED NURSING PROGRAM

by

Wm. Dean Care

December, 1993

A major teaching hospital in western Canada recently laid off all LPNs in order to reduce expenditures. In an attempt to provide job security for this category of worker, an upgrading program was developed.

The main purpose of this study was to identify the characteristics and motivating factors that influenced LPNs to participate in an RN upgrading program at. The general nature of the problem was the lack of an accurate student profile on which to base curriculum

problem was the lack of an accurate student profile on which to base curriculum adaptation.

The procedure used to collect this information was a questionnaire. This instrument was administered to all LPNs enrolled in the upgrading program.

The results of this study indicated that the respondents were primarily motivated to participate for professional development reasons. The demographic characteristics of this population consisted of a non-traditional, older student with many years of nursing experience. The conclusions drawn from this study were related to these demographic factors and motivational orientations.

The study identified many recommendations that will assist the Management Committee of the School to make the necessary curriculum modifications. In order to develop a quality education experience for this student population - student services, credit for experiential learning, study skills, socializing activities, flexible scheduling, part-time opportunities, and day care provisions are some of the curriculum adaptations that need to be considered by the School.

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Chapter 1

INTRODUCTION

Background and Significance

The setting for this research study, a 550 bed tertiary care hospital, is situated in western Canada. At the time of the study, the Hospital was facing a 6 million dollar deficit as well as a 23 million dollar reduction in revenue in the 1993-1994 fiscal year. This projected shortfall resulted in a reduced level of expenditure through several budget cutting initiatives. One of these initiatives was the elimination of the Licensed Practical Nurse (LPN) category of worker. The Hospital deleted all 149 LPN positions in October, 1993.

The Diploma School of Nursing at the hospital, responding to the insecure situation the LPNs faced, embarked upon an upgrading program for these nurses. This upgrading program was offered to all LPNs in this facility as well as those employed in four other health care facilities owned by the same corporation. This program consisted of two prerequisite courses, a nursing skills bridging component, and six nursing

courses. These nursing courses were offered over a one-year period. LPNs entering this program were granted advanced credit for their one-year basic education programs. They were also recognized for the experiential learning they had acquired as practising nurses.

In July of 1992, all LPNs at the hospital and other health care facilities were provided with information on this new upgrading program. Applications to the program opened in September of 1992, and 139 were subsequently received.

The general nature of the problem faced by the School was related to the type of applicants attracted to this program. This was a group of applicants who were potentially at risk of being unsuccessful in the upgrading program. This problem was identified after completing a review of application forms and conducting preliminary admission interviews. The applicant profile included LPNs who had not been enrolled in a formal education program for an average of 15 years. Many had been unsuccessful at previous attempts at an RN program. Most were angry at the Hospital for deleting their positions. A large percentage questioned their

ability to handle the academic rigor of an RN program. This was a group of students who, because of these factors, were at risk to be unsuccessful in this venture.

The School of Nursing received a request from senior nursing administration of the Hospital to provide a quality education experience that was suitable to the needs of these nurses. In order to structure a quality learning environment, information on what attracted them to the program was necessary. By determining the characteristics and motivational orientations of the students, the School could make predictions as to the potential for difficulty and even attrition from the program. Preventative actions and/or curriculum modifications could then be implemented as necessary.

The purpose of this study was to identify the characteristics and motivating factors that attracted a group of LPNs to participate in an RN upgrading program. This valuable information was also gathered to support the next phase of the study - that is, to compare the respondent's motivational orientations and demographic characteristics to persistence in the

program. This next phase will be conducted in the fall of 1994 when the first graduates complete this program.

The significance of this study to the School of Nursing was related to the provision of a quality learning experience for the students. The identification of learner characteristics and motivating factors will enable the establishment of the necessary support services for these students. The program could also be modified to suit the specific motivational orientations of these learners.

The problem identified and the nature of the study were directly related to the Theory and Methods of Adult Education seminar. The major concepts of motivation, participation, and life transitions were dealt with in this seminar.

Research Questions

The research questions for this study were:

1. What were the factors that motivated LPNs to participate in an RN upgrading program?
2. What were the demographic characteristics of these students?

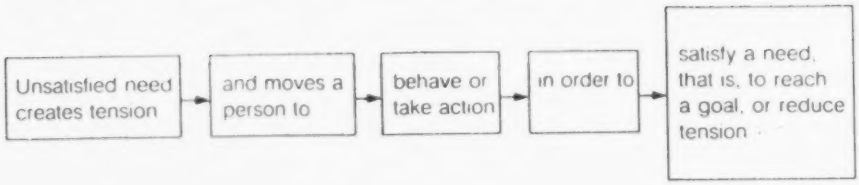
Chapter 2

REVIEW OF THE LITERATURE

Participation of adults in a learning activity has, as a foundation, the concept of motivation. A number of theories of motivation have been developed. These theories determine the various factors that can influence people to behave in a positive way and to achieve superior performance. The most significant of these are Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Vroom's expectancy theory, and McClelland's achievement motivational theory.

According to Bergeron (1987), motivation is the "internal or external impulses, drives, needs, of preferences that condition a person to behave in a certain way" (p. 421). A basic model of motivation (Figure 1), designed by Bergeron, describes the dynamic process of an unsatisfied need, moving a person to behave in a certain way, in order to meet a need or reduce tension. Motivation, in essence, provides the will to energize a person toward an outcome in order to satisfy inner drives or needs.

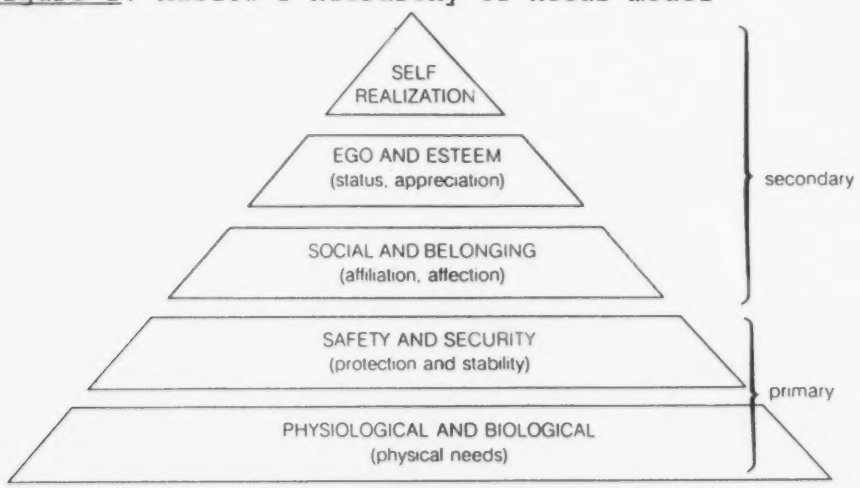
Figure 1. Basic model of motivation


Unsatisfied need creates tension
and moves a person to
behave or take action
in order to
satisfy a need, that is, to reach a goal, or reduce tension

The motivation of adults to participate in learning is of critical concern to educational practitioners and theorists. Theoretical frameworks in various forms are used to explain motivation and its relationship to adult education.

The concept of need satisfaction provides a framework for considering the motives for participation in learning. Maslow (1970) describes the basic needs - physiological, safety, affiliation, self-esteem, and self-actualization - as being hierarchical in nature (Figure 2).

Figure 2. Maslow's hierarchy of needs model



If participation in learning activities represents motivated behavior, the needs satisfaction model postulates that the motives prompting participation are hierarchical in nature.

According to O'Connor (1979) "persons in various states of need satisfaction will participate in learning activities for reasons related to their basic needs" (p. 355). As lower order needs are met through education, higher order needs emerge that prompt the learner to participate again, but for different, higher-order reasons.

Herzberg's (1966) two-factor motivational-hygiene model explains motivation in relation to job satisfaction. This model helps to explain why a person behaves in a particular manner. It describes the need to remove the negative effects of the external environment, or hygiene factors, such as inadequate pay, poor working conditions, and job insecurity in order to maintain motivation to work at a satisfactory level. In contrast, the presence of factors such as a sense of accomplishment, achievement, recognition, responsibility, and opportunity for advancement are seen as motivators of positive work behavior.

The expectancy theory is probably the most popular of the contemporary approaches to motivation. This theory, originated by Vroom, is based on the premise that an individual chooses a behavior if it is believed that the effort required will be positively rewarded with something that is strongly desired. Vroom (1964) spells out three basic assumptions of this theory: (1) that anticipation of reward energizes individual behavior, (2) that perceived value of various outcomes gives direction to individual behavior, and (3) that learned connections develop between behavior and outcome expectancy. In recent years, adult education theorists have begun to realize that expectancy theory has particular implications for adult education.

Howard (1989) suggests that a comprehensive expectancy motivation model be used in adult education and training because "increasing and maintaining learner motivation is a fundamental concern of adult educators" (p. 205). This model provides a framework that encompasses the dynamic relationships among most of the common adult learning principles. In this model, initial motivation is based on a subjective prediction of the probability of performance, reward, and need

satisfaction. In a learning situation, motivation influences the amount of effort a person will expend towards performing required learning tasks. According to Howard (1989), "successful performance of initial learning tasks motivates the learner to work toward subsequent learning tasks" (p. 203). Conversely, low levels of performance may lead to lower motivation and eventual drop out from the learning activity. Reinforcement of new learning improves the learner's performance-reward expectancy and tends to increase the person's motivation to persist with the learning activity. If rewards meet the expectation of the learner, the result is higher motivation.

The achievement motivational theory (McClelland, 1962) is based on the interaction of individual needs and environmental factors. McClelland suggests that people are motivated to satisfy three needs: (1) the need for achievement - that is, the strong desire to accomplish a goal more effectively than in the past, (2) the need for affiliation - the desire to have a close relationship with others, and (3) the need for power - the desire to control and influence others behavior.

Beginning with Houle's (1961) research on the participation of adults in educational endeavors, many classic studies deal with the concept of motivation and the continuing education of adults. Three instruments, all using Houle's typology of adult learners as a framework, have been developed. The instruments in use to measure reasons for participation are the Continuing Learning Orientation Index (CLOI) (Sheffield, 1964), Reasons for Educational Participation (REP) (Burgess, 1971), and the Educational Participation Scale (EPS) (Boshier, 1971). The results of these studies generally conform to Houle's typology of adult students being goal, activity, or learning oriented.

Building on Houle's work, several investigators confirm that adult learners demonstrate many motivational orientations. These orientations are described as the individual's desire to learn, advance professionally, respond to external expectations, help mankind, interact socially, and gain relief from boredom or routine (Boshier, 1971, 1977; Burgess, 1971; Morstain & Smart, 1974). These studies strongly emphasize the identification of "types", motives, or motivational orientations.

O'Connor (1979) modifies the EPS for use in the investigation of nurse's motivation for participating in continuing education. Mean scores on the factors indicate that the most important influence is gaining professional knowledge, with the next being improvement in social welfare skills, then professional advancement, and fourth, acquisition of credentials. Of least influence are compliance with authority, improvement in social relations, and relief from boredom or routine. Carmody (1982) further modified the EPS, and used it with RNs in baccalaureate education. In this study, the pursuit of knowledge is the most influential motivation, improvement in social welfare skills next, and professional advancement third.

The final concept that relates to this study is life transitions in adulthood. The major study by Aslanian and Brickell (1980) tests an hypothesis about the importance of transitions as reasons for learning. This study determines that life transitions such as job changes, marriage, divorce, the arrival of children, and retirement to name a few, require adults to seek new learning. Adults come to realize that "they will have to learn something new if they are going to make

the transition successfully" (Aslanian & Brickell, 1980, p. 52). They also propose that "moving from one status in life to another requires the learning of new knowledge, new skills, and/or new attitudes or values" (Aslanian & Brickell, 1980, p. 34). They further suggest that this learning can be self or other-directed. Cross (1981), building upon this concept of life transitions as "triggers" for learning, describes these as contributing to the individual's motivation by providing reasons for participation.

In relation to transitions, Knox (1986) and Brookfield (1986) suggests that the engagement in a learning activity is a way in which adults cope with life events. The event produces a readiness and willingness to learn something new. Merriam and Caffarella (1991) views these life events as an alternative to specific age periods. These life events are seen as "markers" which give shape and direction to an adult's life.

Increasing numbers of LPNs are returning to school to obtain RN status. While few studies have been conducted on this type of learner, studies of diploma prepared registered nurses returning to school to

obtain baccalaureate education have been completed (Baj, 1985; Fotos, 1987; Lethbridge, 1989; Thompson, 1992). These studies focus on the demographic characteristics of the participants, reasons for participation, and barriers to participation. Lethbridge (1989) in a study of rural nurses returning to school demonstrates that three motivational factors seemed to be most relevant. These factors are professional advancement, knowledge, and improvement in social welfare skills. Fotos (1987), in a similar study in an urban setting, finds that nurses are motivated by a desire for professional advancement. Societal pressures such as authority and personal reasons are of less or negligible importance. A qualitative study by Thompson (1992) of RNs participating in a baccalaureate nursing program, identifies the important role played by life transitions in this participation.

In summary, this literature review has dealt with the concepts of motivation, participation, adult learning, and life transitions. A variety of models and theories, which provide a framework for the study, have been explored.

Chapter 3

METHODOLOGY AND PROCEDURES

The problem solving methodology selected for this study was descriptive research.

Data Collection

A modified Education Participation Scale (EPS), incorporated into a participation survey, was used for data collection (Appendix A). In it's original form the EPS (Boshier, 1971) is a 48-item checklist consisting of reasons for participation in continuing education programs. O'Connor (1979) expanded the EPS to 56 items to determine the reasons nurses engage in continuing education. Twenty items from this modified EPS were used for this investigation.

The mailed questionnaire included a cover letter (Appendix B) inviting students to participate in the study. A stamped and addressed return envelope was included in this mailing. A follow-up letter (Appendix C) was mailed after a three week interval to those students not returning the survey.

The respondents were asked to respond to each item

in relation to the extent it had influenced his or her decision to participate in the RN upgrading program. A seven-point, Likert-type scale included responses ranging from "very little influence" to "very great influence". An additional feature of this survey instrument was the opportunity for respondents to document any other factors that had motivated them to pursue this program. The respondents were also asked to select the three most important factors influencing their decision to enter the program.

The survey population included all full and part-time LPNs (N=106) employed at St.Boniface General Hospital and the other Grey Nun facilities. These participating students were in various stages of the upgrading program.

Data Analysis

Descriptive statistics were used to analyze the data. The following techniques were employed: frequency distribution, measurement of central tendency (mean scores), and measurement of variability (standard deviation).

Definition of Terms

Motivational Orientations - dimensions underlying the reasons that respondents gave for participating in the upgrading program.

Participating Student - a student who has commenced the program or is in the process of completing the prerequisite courses.

Limitations

The limitations of this research study included:

1. The results of this study cannot be generalized beyond the population being studied.
2. The respondents were generally dissatisfied with having their positions deleted. They felt devalued as a group. This could have interfered with them providing reliable responses on the survey.

Assumptions

The assumptions for this research study included:

1. The respondents were motivated to participate in the study.
2. Due to the assurance of anonymity, it was

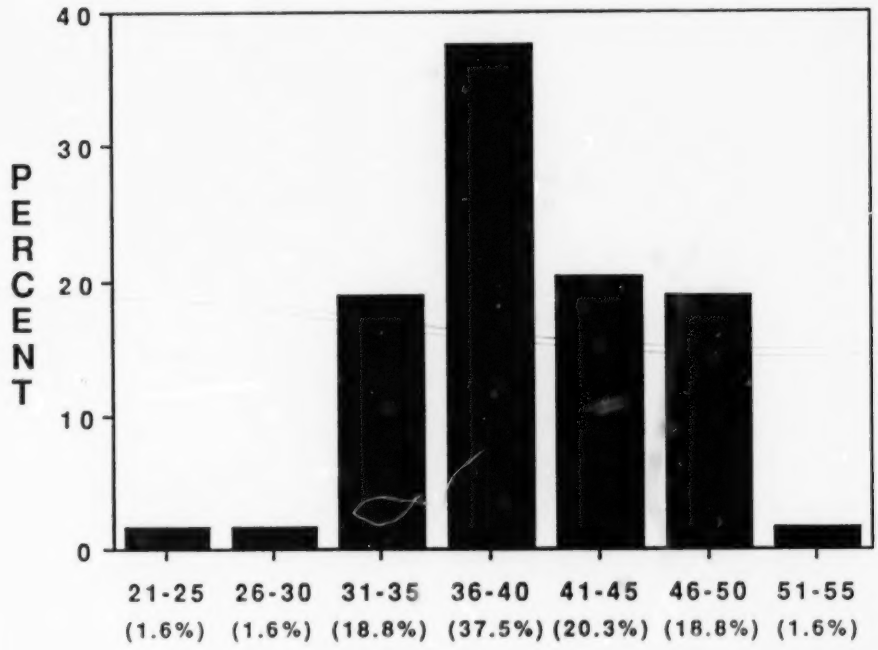
assumed that the respondents answered the questionnaire honestly.

Chapter 4

RESULTS

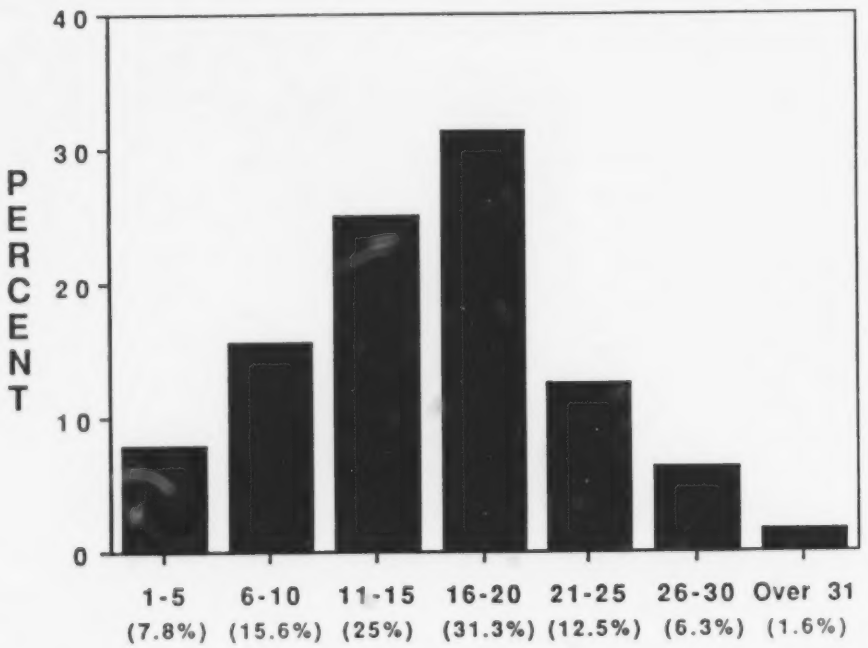
Of the 106 surveys distributed, 64 were returned for a return rate of 60.4%. A description of the respondents illustrated that the majority were over 35 years of age (78.2%). The average age was between 36 and 40 years (see Figure 3)

Figure 3. Ages of Respondents



All respondents were female with the exception of one. Respondents had been LPNs for an average of between 16 and 20 years and all were employed in that capacity prior to enrolling in the program (Figure 4).

Figure 4. Years of experience as an LPN



Thirty-four percent were employed full-time. Those employed part-time averaged 5.5 days of work every two weeks. The largest percentage of students (68.8%) were married. Sixty-four percent had dependent children, under 18 years old, living at home. Prior to enrolling

in the program, 52% had an annual family income below $45,000.

Students were attracted from five health care facilities owned by the Grey Nuns corporation. Most of the respondents (75%) were employed at St.Boniface General Hospital. Another 20% were employed in long term care facilities and 3% were from a rural facility This information is illustrated in Table 1 (page 28).

The motivational orientations of the respondents were determined by grouping the items on the modified EPS according to seven motivational perspectives: compliance with authority, improvement in social relations, improvement in social welfare skills, professional advancement, professional knowledge, relief from routine, and acquisition of credentials These motivational orientations with the mean item scores and standard deviations (SD) are illustrated in Table 2 (page 29).

Table 1
Description of Respondents (N=64)

Description	Response	Number	Percent
Marital Status	Single	10	15.6
	Married	44	68.8
	Separated/Divorced	9	14.1
	Not stated	1	1.6
Dependents	0	22	34.4
	1-2	31	48.4
	3-4	10	15.6
	Not stated	1	1.6
Family Income	Under $15,000	1	1.6
	$15,000-24,999	2	3.1
	$25,000-34,999	17	26.6
	$35,000-44,999	13	20.3
	$45,000-54,999	11	17.2
	$55,000-64,999	11	17.2
	$65,000-74,999	6	9.4
	Over $75,000	2	3.1
	Not stated	1	1.6
Employer	St.Boniface Hosp.	48	75.0
	Tache Nrsg. Centre	7	10.9
	St.Amant Centre	4	6.3
	Foyer Valade	2	3.1
	St.Rose Hospital	1	1.6
	Not stated	2	3.1
Employment Status	Full-time	22	34.4
	Part-time	41	64.1
	Not stated	1	1.6

Table 2
Motivational Orientations

Factor	Mean	SD
Factor I: Compliance with Authority		
18 To satisfy my family	2.13	1.71
10 To carry out the suggestions of someone else	2.05	1.58
Factor II: Improvement in Social Relations		
09 To maintain or improve my social position	3.07	2.06
06 To participate in a group activity	2.36	1.67
11 To make new friends	1.95	1.44
Factor III: Improvement in Social Welfare Skills		
20 To obtain a well-rounded education	4.69	2.10
08 To prepare me for community service	3.50	2.04
Factor IV: Professional Knowledge		
02 To secure professional development	5.78	1.55
12 To learn something new	5.23	1.75
01 To seek knowledge for its own sake	4.69	2.03
04 To satisfy an inquiring mind	4.02	1.94
Factor V: Professional Advancement		
13 To obtain job security	6.10	1.63
05 To give me higher status in my job	5.08	2.21
15 To earn a higher salary	4.23	2.13
14 To keep up with the competition	3.98	2.44
Factor VI: Relief from Routine		
03 To get relief from boredom	1.87	1.39
16 To get a break from the routine of work and home	1.74	1.32
Factor VII: Acquisition of Credentials		
07 To help me earn a diploma or certificate	5.44	2.05
17 To meet a career goal	5.41	2.07
19 To become eligible for benefits I could not otherwise receive	2.53	2.01

Items from the modified EPS having a group mean of higher than four points were as follows:

. To obtain job security (6.10)

. To secure professional development (5.78)

. To help me earn a diploma or certificate (5.44)

. To meet a career goal (5.41)

. To learn something new (5.23)

. To give me higher status in my job (5.08)

. To obtain a well-rounded education (4.69)

. To seek knowledge for its own sake (4.69)

. To earn a higher salary (4.23)

. To satisfy an inquiring mind (4.02)

Items that had the lowest rating (less than 2.50) were as follows:

. To participate in a group activity (2.36)

. To satisfy my family (2.13)

. To carry out the suggestions of someone else (2.05)

. To make new friends (1.95)

. To get relief from boredom (1.87)

. To get a break from the routine of work and home (1.74)

The respondents were also asked to identify factors that motivated them to pursue this program,

other than those listed on the survey. Twenty-seven responded to this request. Sixteen (59%) of the respondents stated they were motivated by reasons that were interpreted as meaning "compliance with authority"; for example, "to have a job", "no other option available", or "no future for LPNs and I was getting laid off". Four respondents (15%) stated that they were motivated by reasons that could be considered as "acquisition of credentials"; for example, "the opportunity to obtain my RN in one year", or "because I am capable of attaining goals (RN) at this point". Three respondents (11%) indicated that they were seeking "professional knowledge"; for example, "self-satisfaction of having knowledge", or "to pursue my education, to offer my patients more knowledge, to keep up with changing times".

In the second part of the survey, respondents were asked to identify the three most important items that motivated them to pursue this program. A total of thirteen were selected from the 20 items. These items, in order of priority were:

. To earn a diploma or certificate (20% of respondents)

. To meet a career goal (12.7%)

. To obtain job security (9.1%)

. To give me higher status in my job (9.1%)

. To secure professional development (9.1%)

. To seek knowledge for its own sake (7.3%)

. To earn a higher salary (7.3%)

. To keep up with the competition (5.5%)

. To obtain a well-rounded education (5.5%)

. To learn something new (3.6%)

. To become eligible for benefits I could not otherwise receive (3.6%)

. To get relief from boredom (1.8%)

. To prepare me for community service (1.8%)

These prioritized items could be grouped according to the following factors:

. Factor III: Improvement in social welfare skills (7.3%)

. Factor IV: Professional knowledge (20.0%)

. Factor V: Professional advancement (31.0%)

. Factor VI: Relief from boredom (1.8%)

. Factor VII: Acquisition of credentials (36.3%)

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The results of this study indicated that LPNs pursuing an RN upgrading program were primarily motivated by a desire for professional advancement, professional knowledge, and acquisition of credentials. The improvement in social welfare skills had a lesser degree of importance. The pressures of society (authority and social relations) were identified as being of little or negligible importance. When respondents were asked to identify other factors that motivated them to pursue the upgrading program, the majority (59%) responded that compliance with authority was the main reason.

The demographic information indicated that the average age of the respondent was higher than the traditional student in the program. The majority of respondents were employed part-time prior to entering the program. The average annual family income was

$43,000. The majority of respondents were from the urban tertiary care hospital. Most were married and had dependent children living at home.

There was a relationship between the literature presented and these results. The potential for job loss was demonstrated to be a prime motivating factor for pursuing this upgrading program. Maslow's (1970) needs model suggest that the need for safety was being met when LPNs enrolled in the program.

The opportunity for professional advancement was seen to be an important motivating factor in pursuing the program. This factor was consistent with Herzberg's (1966) two-factor motivation model.

The expectancy theory of motivation (Vroom, 1964) was particularly applicable to these results. The behavior (pursuit of learning) was perceived by the respondents as being positively rewarded (gaining credentials, job security, meeting career goals). The rewards energized the LPN to pursue the program.

McClelland's achievement motivational theory was partially supported by the results of this study. The need for achievement was demonstrated to be a strong motivator. However, the need for affiliation or close

relationships with others was not considered to be of importance in motivating the LPNs the pursue further study.

In previous studies involving nurses (O'Connor, 1979; Carmody, 1982), pursuit of professional knowledge was the most influential motivator, with improvement of social welfare skills being second. In the current study, the professional knowledge factor was the second most important influence and the improvement of social welfare skills was seen as being of little influence.

The concept of life transitions as motivators of participation in learning was evident in this study. The prospect of job loss was seen by the respondents as being very influential in motivating them to pursue the upgrading program.

Conclusions

On the basis of the results of this survey, some conclusions were made:

1. LPNs pursuing an RN program were motivated for professional rather than social reasons.
2. Most of the students were considered to be adult learners with different needs from

traditional nursing students.

3. The students had considerable work experience as LPNs. Most had not attended a formal education program for several years.
4. Most of the students had home responsibilities.
5. Many of the LPNs were pursuing the program for job security reasons. They felt pressured into the decision to pursue upgrading. Attention needs to be given to this perception of forced compliance to authority.
6. Most of the students had dependent children living at home.
7. Students were in the midst of a major life transition.

Implications

As a result of these conclusions the following implications were identified:

1. Motivation to participate in the program can be increased by formally recognizing the students past experiences.
2. Faculty awareness of adult development and learning needs was important.

3. Attention needed to be provided for the counselling needs of these students.
4. Attendance in this program was a financial burden on some students. Financial assistance needed to be considered.
5. Instituting a study skills course may have a positive effect on retention of students in the program.
6. Attention must be given to the need to assist students through this transition period.

Recommendations

As a result of this research study, the following recommendations were made to the Management Committee of the School of Nursing:

1. The School should adopt a process to recognize the experiential learning of LPNs pursuing the upgrading program.
2. The School orientation for new students needs to include information about student and counselling services. A study skills course needs to be developed to accommodate the learning requirements of these students.

3. Nursing faculty, student advisors, and school counsellor need to become aware of the development and learning needs of adults.
4. Nursing faculty, student advisors and school counsellor need to become aware of the impact of work and home responsibilities on adult learners.
5. While LPNs enrolled in this program do not view social aspects as an important motivating factor for participation, the School should attempt to provide or design extracurricular activities for this non-traditional student group.
6. Provide the opportunity for flexible scheduling. This may help to accommodate the demands of the student's home responsibilities and also be an incentive to participate. The opportunity for part-time study needs to be explored. This will allow students to maintain a source of income while in school.
7. Determine the specific ages of the dependents. There might be justification to establish a day care facility in the School.

8. Allow students the option of tailoring clinic experiences and course requirements to their individual needs. This may enhance the application of their professional job-related experiences and move them more rapidly toward their career goals.

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APPENDIXES

Appendix A

PARTICIPATION SURVEY

The purpose of this survey is to gain an understanding of the factors that motivated LPNs to seek entrance into the RN Completer program at St. Boniface General Hospital.

Part I is concerned with factors that may have motivated you to participate in this program.

Part II is concerned with priorizing the list of factors that were most important in your decision to pursue this education program.

Part III is concerned with personal information about you and your employment status. This information will be important in comparing your responses with those of others participating in this study.

PART I MOTIVATIONAL FACTORS

Directions: Please read each item carefully and ask yourself the following question: **"To what extent did this item influence my decision to participate in the RN Completer program?"**

Circle the number on the scale which corresponds to your reasons for pursuing this program.

Very little influence **Very great influence**

1 2 3 4 5 6 7

QUESTIONNAIRE

1.	To seek knowledge for its own sake	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.	To secure professional development	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3.	To get relief from boredom	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.	To satisfy an inquiring mind	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5.	To give me higher status in my job	**1**	**2**	**3**	**4**	**5**	**6**	**7**
6.	To participate in a group activity	**1**	**2**	**3**	**4**	**5**	**6**	**7**
7.	To help me earn a diploma or certificate	**1**	**2**	**3**	**4**	**5**	**6**	**7**

8.	To prepare me for community service	1	2	3	4	5	6	7
9.	To maintain or improve my social position	1	2	3	4	5	6	7
10.	To carry out the suggestions of someone else	1	2	3	4	5	6	7
11.	To make new friends	1	2	3	4	5	6	7
12.	To learn something new	1	2	3	4	5	6	7
13.	To obtain job security	1	2	3	4	5	6	7
14.	To keep up with competition	1	2	3	4	5	6	7
15.	To earn a higher salary	1	2	3	4	5	6	7
16.	To get a break from the routine of work and home	1	2	3	4	5	6	7
17.	To meet a career goal	1	2	3	4	5	6	7
18.	To satisfy my family	1	2	3	4	5	6	7
19.	To become eligible for benefits I could not otherwise receive	1	2	3	4	5	6	7
20.	To obtain a well-rounded education	1	2	3	4	5	6	7

Are there any other factors which motivated you to pursue this program and which have not been included? **Yes** ____ **No** ____

If Yes, please write these factors in the spaces below.

_____

_____

PART II PRIORIZATION

From the items listed above and others you may have added, identify the three most important factors which motivated you to pursue this program. Place the numbers of the item in the spaces below in order of most important.

1. _____

2. _____

3. _____

PART III BACKGROUND INFORMATION

Please circle the appropriate answers. This information will only be used for the purpose of comparison.

1. **Gender:** 1. female 2. male

2. **Age at your nearest birthday:**

1.	under 21	5.	36 - 40
2.	21 - 25	6.	41 - 45
3.	26 - 30	7.	46 - 50
4.	31 - 35	8.	51 - 55
		9.	over 55

3. **Present Marital Status:**

1.	single	3.	separated/divorced
2.	married	4.	widowed

4. **Number of children under 18 years old living with you:**

1.	0	3.	3 - 4
2.	1 - 2	4.	5 or more

5. **Annual Family Income (prior to program commencement):**

1.	under $15,000	5.	$45,000 - 54,999
2.	$15,000 - 24,999	6.	$55,000 - 64,999
3.	$25,000 - 34,999	7.	$65,000 - 74,999
4.	$35,000 - 44,999	8.	over $75,000

6. **Place of Employment:**

   1. St. Boniface General Hospital
   2. Tache Nursing Centre
   3. St. Amant Centre
   4. Ste. Rose General Hospital
   5. Foyer Valade

7. **Employment Status (prior to commencing program):**

   1. full time
   2. part time (specify EFT, e.g. .7) _____

8. **Years of Nursing Experience (as an LPN):**

1.	less than 1	5.	16 - 20
2.	1 - 5	6.	21 - 25
3.	6 - 10	7.	26 - 30
4.	11 - 15	8.	more than 30

Thank you for taking the time to complete this survey. Please return this form in the envelope provided to Susan Romas, Secretary in Room N2049.

partsurv.com

Appendix B

Hôpital général St-Boniface General Hospital

DIPLOMA AND PRACTICAL SCHOOLS OF NURSING

431 Tache Avenue 237-2945

WINNIPEG, MANITOBA R2H 2A7

August 27, 1993

Dear Student:

As an individual enrolled in or completing the prerequisites for the RN Completer program at St. Boniface General Hospital, you have made an important decision. In order for the School to gain an understanding of the reasons why you have decided to pursue this program, I am requesting your participation in a study. The purpose of this study is to not only assist the School in providing a quality program but also to assist in the planning of future educational offerings.

The survey should take approximately 15 minutes to complete. Your identity will remain confidential. The results of the survey will be analyzed and presented in a manner which protects the anonymity of the respondents. The results may be published at a later date. You may obtain a copy of the results by returning this letter with the survey form.

I have enclosed a stamped, addressed return envelope. Please return the completed survey by September 20, 1993. If you have any questions about this study please call me at 237-2945.

Thank you for your time and cooperation.

Sincerely yours,

Dean Care, Director
Diploma & Practical Schools of Nursing

DC/sr
enc.

Appendix C

Hôpital général St-Boniface General Hospital

DIPLOMA AND PRACTICAL SCHOOLS OF NURSING

431 Tache Avenue 237-2945

WINNIPEG, MANITOBA R2H 2A7

September 20, 1993

Dear Student:

I realize that September is a hectic time of the year and you may have forgotten to return the **Participation Survey** that I sent to you earlier. If you have already submitted the survey, I thank you for your input and contribution.

I would like to re-emphasize the importance of this study. In order for education programs such as ours to continue to meet the needs of learners, accurate information from students is required. Your assistance in returning the survey as soon as possible is essential. The ongoing success and quality of nursing education programs at St. Boniface General Hospital are dependent upon feedback from our students.

If you have misplaced the original survey, please contact Susan Romas, Secretary, at 237-2945 and we will provide you with an additional copy.

Thank you for your cooperation.

Sincerely,

Dean Care, Director
Diploma & Practical Schools of Nursing

DC/sr